

Behavior Support Plan

for Behavior Interfering with Learning of Student or Peers

Student Harvey IEP Date of This Addendum IEP Team to determine exact content
 Behavior impeding learning is task refusals, transition refusals, running away from adult directed activity
 It impedes learning because interferes with task completion, mastery of daily living skills, takes time away from other students
 Team estimate of need for behavior support plan ☐ extreme ☐ serious ☒ moderate ☐ needing attention, early stage intervention
 Current Frequency/Intensity/Duration of Behavior multiple times daily 2-20 min to resolve
 Any current predictors for behavior? After wait time to transition, after several teacher determined tasks.
 IEP Team believes behavior occurs because (team hypothesis-behavior function) Attempting to get self-selected activities, attempting social communicative interaction with adult, sustain & initiate.
 What team believes student should do instead of the problem behavior (match to hypothesis) Gain self-selected activities with a structured schedule; initiate reciprocal interaction with adults in "games."
 What supports the student using the problem behavior (in or missing in environment, in or missing in instruction) Needs contingent access to desired activity within a schedule, needs to learn turn-taking, social initiation in other activities.
 Behavioral Goals/Objectives related to this plan: See IEP reciprocal turn-taking, following visual schedule (with no prompts) of 2 teacher selected activities to earn 1 self-selected activity.

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed ☒ yes ☐ no
 To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching is necessary) ☐ yes ☒ no
 To achieve this outcome, environmental supports or changes are needed ☒ yes ☐ no
 Are curriculum accommodations necessary? ☐ yes ☒ no Is there a curriculum accommodation plan? Unnecessary curriculum appropriate. ☐ yes ☒ no

Teaching strategies and necessary curriculum or materials for new behavior instruction

- Schedule following instruction using Polaroids of Harvey engaged in activity.
 All activity cards are "matched" to work area and placed in "finished" bag upon completion of task.
 All adults to return Harvey to schedule board with minimal prompts before each new activity.
- One-on-one turn taking instruction using simple matching games using script, "my turn, your turn." After mastery of matching games, continue turn taking activity instruction on more complex activities (ball throwing/computer, etc.). All activities are pictured activities in the schedule sequence requiring adult/Harvey interactions of about 5 minutes before "closure" is reached.

By whom? Teacher, teacher aides/aides interact How frequent? daily with scheduled activities

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Time Remove "wait time" between transitions (can use a transition activity to structure such as listening to music/ looking at magazine in circle). Maximum 20 minutes on 3 tasks before self selected activity card (desired activity) is reached in the sequence.
 Materials Use transition objects to signal change (ball to take to recess, snack or activity picture to carry indoors to "match" with that activity). Use pictorial activity cards for scheduling.
 Interactions Reduce verbal input during activity basket selection to aid Harvey's visual comprehension. Always use low gentle voice tones as high voice or harsh sounding voice escalates Harvey.

Who establish? Teacher, aides Who monitor? Teacher

Reinforcement procedures

- High 5's and "good work/finished!" scripts consistently used by all adults to signal activity is finished. Be sure praise is specific to finishing ("Not just 'good boy'").
- "My turn, good waiting!" "Your turn, good job!" scripts by all adults in turn taking instruction.

By whom? All adults, continually Frequency? After every task completion

Reactive strategy to employ/debriefing procedures to use if problem behavior occurs again

Task refusals - 1. Point to task picture, then task - "Finish!" Prompt. Wait. Repeat script "First this, then ____." if needed. Adult partially completes task if escalation occurring. Secure minimal compliance from Harvey on last step of the task. Transition to schedule board to select next activity. Make next activity one Harvey likes if necessary.
 Transition refusal - provide transition props (an object for Harvey to move from current area to next location). If refusal continues, extend hand with "C'mon" prompt). Maintain even, low voice tone.
 Do not continue with verbal discourse during extended refusal. Stand silently, use strategy again.

Personnel: All de-escalating his behavior

Communication provisions

Daily/Weekly Reports/Record Keeping

Record task refusals longer than 5 minutes in terms of techniques used, antecedent factors (location, time on task, time since last self-selected activity, etc.), and total time to de-escalate. Record number of tasks refusals of any length daily. Record number of activities completed in sequence.

Between Teacher/aides/group home Frequency? Daily log